



Strategic Plan 2024 – 2028

Purpose

Trent Education Centre (TEC) has been providing functional skills and vocational training courses to adults in Nottingham, Leicester and Birmingham since 2012. Many of the people we support believe that they have missed their chance for an education. They may have left school recently or many years ago, and lack the academic skills or confidence to study at a university. TEC exists to support such people. We help them build their self-esteem and competencies, so they can succeed in education at university level and go on to career success.

Aim

Empowering futures and nurturing talent by providing the complete education journey.

In its recent Higher Education Statement and Reform consultation response (2023), the UK Government recognises that the skills and education of all its citizens need to be improved in order to meet the challenges of the future, by providing “good quality qualifications, which equip students with the skills they need to achieve their potential.” (Department for Education, 2023, p. 3).

TEC aims to assist the UK Government in achieving its goal by providing high quality qualifications, up to and including higher education, which supports students into gainful employment and contributes to the growth of the local and national economy. This strategy is fully aligned with the following UK Government statement of belief:

“all students should expect their higher education studies to advance them on the ladder of opportunity and lead them into gainful employment. Higher education qualifications should be of a high quality, give students the skills they need to improve their outcomes in life, and support the growth of our economy by embedding careers-based learning throughout the course of their studies.” (Department for Education, 2023, p. 5).

Mission

To provide students within local (and international) communities with the holistic education they need to improve their life chances.

Vision

To become a foremost provider of the complete education journey, supporting adults from basic skills courses up to university degrees and career success.

Values

Trent Education Centre prioritises the well-being and growth of the people we exist to serve , underpinned by our core values:

- **Respect:** commending courage and commitment for those returning to education
- **Integrity:** authenticity and credibility in academic and working practices
- **Inclusion:** widening participation so that no-one gets left behind
- **Creativity:** experimenting with new approaches to learning, teaching and assessment
- **Aspiration:** striving to reach beyond expectations
- **Sustainability:** securing a future for individuals, their families and communities
- **Professionalism:** working to high academic and service standards and sharing expertise

Our Holistic Approach to Education

We believe that the well-being and personal growth of our students is essential to their academic achievement and career success. We focus, therefore, on integrating personal, social and emotional development, with the knowledge and skills required for university level qualifications, and the modern workplace.

Future Plans (2024)

We have many students graduating from functional skills and vocational training courses who are looking for progression into university level higher education. We aspire, therefore, to run our own higher education courses in the near future, so that our students can complete their education with us. We plan to start with ATHE Level 4 in Business and Management, and to register with the Pearson awarding organisation to deliver the BTEC HND in Business. We are also applying to register with the Office for Students. Alignment with the regulatory body for higher education in the UK, will enhance the quality of our provision. It will also allow our higher education students to apply for student loan funding.

Strategic Priorities (2024-2028)

Our priorities meet the needs of the communities we serve:

1. Deliver high quality learning, teaching and assessment from basic skills up to and including university level education
2. Widen university level access to people from under-represented and disadvantaged communities
3. Give people the opportunity to develop the employability skills they need for gainful employment and career success
4. Enhance learning through the ongoing development and improvement of the TEC holistic approach to education

Strategic Objectives (2024-2028)

No	Strategic Priorities	Strategic Objectives	Target start date	Key Performance Indicators (KPIs)
1	Deliver high quality learning, teaching and assessment from basic skills up to and including university level education	1.1. Develop an annualised CPD for all further and higher education faculty	Mar 2024	1.1.1. 20 hours CPD per annum, or 1 CPD session @ 1-2 hrs per month for all staff
		1.2. Carry out lesson observations for a minimum of once per annum on all further and higher education faculty	Dec 2024	1.1.2. One Lesson Observation for all faculty conducted by senior academic staff by Dec 2024 1.1.3. One peer observation conducted by all faculty by Dec 2024.
		1.3. Student performance metrics to exceed benchmark thresholds	Dec 2024	1.1.4. Excellent External Quality Assurance (EQA) Reports and Annual (Academic) Monitoring Reviews (AMR) received from all awarding organisations the College works with 1.1.5. A minimum of 85% retention and continuation rate in the first academic year 1.1.6. A minimum of 30% higher grades (Merits and Distinctions) in the first academic year (2023-24)

No	Strategic Priorities	Strategic Objectives	Target start date	Key Performance Indicators (KPIs)
2	Widen university level access to people from under-represented and disadvantaged communities	2.1. In addition to OfS registration, establish a franchise or service level agreement with at least one university or college partner for the delivery of undergraduate degree programmes in Business, or BTEC Pearson HNDs in Business.	Sep 2024	2.1.1. Attain Pearson approval to deliver HND in Business by April 2024 2.1.2. Establish a university partner to deliver BA (Hons) degree in Business by Sep 2024
		2.2. Between 2024 and 2028, recruit 2,325 students for Entry Level and Further Education courses; and recruit 3,701 students for Higher Education courses. The students for all courses will be equally distributed across all TEC study centres. According to the current profile of students TEC recruits for its Level 1-3 courses, a large proportion of the students we recruit for Higher Education will be from disadvantaged backgrounds and underrepresented groups including Black and Asian communities, mature students on low incomes or unemployed and people living in low participation areas.	Sep 2027	2.1.3. Hold one open day in each Study Centre prior to every intake, in order promote courses and widen participation. 2.1.4. Provide qualified support and some reasonable adjustments for students with disabilities and learning needs, such as dyslexia and dyspraxia 2.1.5. Recruitment of people with disabilities and/or learning difficulties to a minimum 5% of the overall student population.

No	Strategic Priorities	Strategic Objectives	Target start date	Key Performance Indicators (KPIs)
3	Give people the opportunity to develop the employability skills they need for gainful employment and career success	3.1. Provide employability workshops for students, continue to develop the thriving Employer's Forum (TEC has been running these for the past four years). and set up a micro-business and SME business incubation hub.	Sep 2025	3.1.1. One employability workshop per month 3.1.2. One Employer's Forum per term or 3 per annum 3.1.3. Attendance at workshops at minimum 60% of targeted student population.
		3.2. Run conferences where local employers can provide students with opportunities for work placements.	Sep 2026	3.1.4. Hold a minimum of one conference or other public event per annum.

No	Strategic Priorities	Strategic Objectives	Target start date	Key Performance Indicators (KPIs)
4	Enhance learning through the ongoing development and improvement of the TEC holistic approach to education	4.1. Develop a holistic work-based approach to learning, teaching and assessment that incorporates a vibrant Social Programme, as well as individually tutored Personal and Professional Development Plans (PPDs) that integrate personal, social and emotional development alongside academic achievement.	Sep 2024	4.1.1. An overall ratio of 1:30 academic staff to students to include the following: – 1:90 Student Support Officers (Academic) – 1:45 Lecturers to Students (see Appendix: Calculating Academic Staff to Student Ratios) 4.1.2. CPD training to include the TEC approach to differentiated holistic work-based learning and teaching 4.1.3. All students to have a Personal Tutor 4.1.4. All students to complete a Personal and Professional Development Plan (PPD) tracking individual student progress
		4.2. Membership of Professional, Statutory and Regulatory Bodies (PSRBs) for TEC and its faculty, including Advance Higher Education Fellowship and The Matrix Standard for high-quality IAG, which enables “people to reach their full potential” (Matrix, 2023).	Sep 2025	4.1.5. Apply for Matrix standard for IAG by April 2024. 4.1.6. Most staff (70%) to have an NCFE IAG qualification 4.1.7. Most Lecturers (70%) to apply for Advance High Education Fellowship by Sep 2025
		4.3. Ensure an appropriate number of academic staff are recruited and retained to ensure students receive adequate individual academic support at all times.	Dec 2024	4.1.8. Overall academic Staff-Student Ratio 1:30 (see Appendix: Calculating Staff to Student Ratios)

References

Department for Education, 2023. *Higher Education Policy Statement and Reform*. [Online]

Available at:

https://assets.publishing.service.gov.uk/media/6516a49b6a423b0014f4c5fe/CP876_Higher_Education_policy_statement_and_reform_government_consultation_response_web.pdf

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Matrix, 2023. *The Matrix Standard*. [Online]

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